

**MONITORING AND EVALUATION REPORT OF  
MID-TERM AND FINAL EXAMINATION IMPLEMENTATION  
BASED ON STUDENT SURVEY  
EVEN SEMESTER 2024/2025**

**QUALITY ASSURANCE SUB-UNIT  
BIOLOGY EDUCATION STUDY PROGRAM  
FACULTY OF MATHEMATICS EDUCATION, NATURAL SCIENCES, AND INFORMATION  
TECHNOLOGY  
UNIVERSITAS PGRI SEMARANG  
2025**

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**Biology Education QA Subunit Team**

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## **PREFACE**

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report of Mid-Term and Final Examination Implementation Based on Student Survey in the Biology Education Study Program, Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang, Even Semester 2024/2025, can be properly completed.

This monitoring and evaluation activity was conducted as part of the implementation of the Internal Quality Assurance System within the Biology Education Study Program. The activity aimed to obtain information regarding the implementation of assessment from the perspective of students, particularly related to the implementation of the Mid-Term Examination and Final Examination.

The aspects evaluated in this report include the timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis. These aspects were selected because they represent important elements in ensuring that assessment is conducted fairly, clearly, and in accordance with academic quality standards.

The Mid-Term Examination and Final Examination are presented separately in this report. This separation is necessary because the two examinations take place at different points in the semester and have different academic characteristics. The Mid-Term Examination reflects the implementation of assessment in the middle of the semester, while the Final Examination reflects the implementation of assessment at the end of the semester.

The results in this report are not interpreted as a linear continuous improvement from the Mid-Term Examination to the Final Examination. Instead, they are interpreted as two different assessment moments with different academic contexts. For example, remedial implementation may be relatively limited during the Mid-Term Examination period, while learning outcome analysis may be more limited after the Final Examination due to the focus on final grading and score submission.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions in improving the quality of assessment implementation. The results also serve as supporting evidence for internal quality assurance and accreditation purposes.

Semarang, September 17, 2025

Quality Assurance Sub-Unit

**Biology Education Study Program**

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## **A. INTRODUCTION**

Assessment is an essential part of the teaching and learning process in higher education. Through assessment, lecturers can identify the extent to which students have achieved the expected learning outcomes. Assessment also provides information for lecturers and study programs to evaluate the effectiveness of the learning process.

In the Biology Education Study Program, monitoring and evaluation of examination implementation are conducted as part of the Internal Quality Assurance System. This activity is intended to ensure that the implementation of assessment is not only carried out administratively, but also reflects fairness, transparency, accountability, and follow-up actions for student learning development.

This report focuses on the implementation of Mid-Term Examination and Final Examination based on student survey responses. Unlike the assessment document review report, this report emphasizes students' perceptions of how examinations and assessment processes were implemented in practice.

The Mid-Term Examination and Final Examination are treated as two separate assessment moments. The Mid-Term Examination represents assessment implementation in the middle of the semester, while the Final Examination represents assessment implementation at the end of the semester. Therefore, the results of both surveys are presented separately and interpreted according to their respective contexts.

The indicators used in this monitoring and evaluation include timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis. These four indicators were used to obtain a comprehensive picture of the quality of assessment implementation from the student perspective.

The monitoring and evaluation activity involved 132 active students of the Biology Education Study Program and covered the implementation of assessment in 25 courses offered in the Even Semester 2024/2025. The results are expected to support quality improvement in the implementation of examinations and assessment practices in the study program.

The legal and institutional bases for this monitoring and evaluation activity include Law Number 20 of 2003 concerning the National Education System, Law Number 12 of 2012 concerning Higher Education, Regulation of the Minister of Higher Education, Science, and Technology of the Republic of Indonesia Number 39 of 2025 concerning Quality Assurance in Higher Education, Internal Quality Assurance System documents of Universitas PGRI Semarang, Learning and Assessment Quality Standards of Universitas PGRI Semarang, and academic guidelines of the Biology Education Study Program, FPMIPATI, Universitas PGRI Semarang.

## **B. OBJECTIVES OF MONITORING AND EVALUATION**

The monitoring and evaluation of Mid-Term and Final Examination implementation aimed to obtain student feedback regarding the implementation of assessment during the Even Semester 2024/2025.

This activity was conducted to identify students' perceptions of the timeliness of assessment, including the suitability of examination implementation with the scheduled time, clarity of examination information, and timeliness of score announcement.

This activity is also aimed at evaluating the transparency of assessment. Transparency in this context refers to the clarity of assessment criteria, the extent to which students understand the basis for grading, and the clarity of score interpretation.

Another objective was to evaluate remedial implementation. This indicator assessed whether lecturers provided opportunities for improvement, remedial activities, or follow-up learning when students had not achieved the expected learning outcomes.

In addition, this monitoring and evaluation aimed to identify the implementation of learning outcome analysis. This aspect includes feedback on examination results, explanation of common student difficulties, and the use of examination results to support further learning improvement.

The results of this monitoring and evaluation are expected to provide input for lecturers, the study program, and the Quality Assurance Sub-Unit in strengthening assessment implementation, improving feedback mechanisms, and enhancing student learning support.

## C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation activity was conducted using a student survey method. The survey was designed to capture students' experiences and perceptions regarding the implementation of Mid-Term Examination and Final Examination.

The survey was administered separately for the Mid-Term Examination and Final Examination. The Mid-Term Examination survey was used to capture the implementation of assessment during the middle of the semester, while the Final Examination survey was used to capture the implementation of assessment at the end of the semester.

The survey instrument consisted of 16 statements grouped into four indicators. Each indicator consisted of four statements. The indicators included timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis.

The survey was completed by 132 active students of the Biology Education Study Program. With four items for each indicator and a four-point Likert scale, the maximum score for each indicator was 3,472. The maximum score for the overall instrument was 13,888.

The scale used in the survey was a four-point Likert scale. Students selected one response that best represented their experience in each course. The response options consisted of Strongly Agree, Agree, Disagree, and Strongly Disagree.

| Response          | Score |
|-------------------|-------|
| Strongly Agree    | 4     |
| Agree             | 3     |
| Disagree          | 2     |
| Strongly Disagree | 1     |

The achievement percentage was calculated based on the proportion of positive assessment results from the survey responses. The category of achievement was determined using the following criteria.

| Percentage Range | Category  | Description                                                                                         |
|------------------|-----------|-----------------------------------------------------------------------------------------------------|
| 85%–100%         | Excellent | Examination implementation has been carried out very well and meets the quality standard.           |
| 70%–84%          | Good      | Examination implementation has been carried out well, but some aspects still need improvement.      |
| 55%–69%          | Fair      | Examination implementation is fairly good, but several aspects require follow-up.                   |
| 40%–54%          | Poor      | Examination implementation has not been optimal and requires improvement.                           |
| < 40%            | Very Poor | Examination implementation has not met the quality standard and requires comprehensive improvement. |

The survey covered 22 courses in the Biology Education Study Program. The course list and lecturers are presented in Appendix 1 to support traceability of the monitoring and evaluation process.

## D. STUDENT SURVEY INSTRUMENT

The student survey instrument was developed to evaluate the implementation of assessment from the student perspective. The instrument consisted of four main indicators, namely timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis.

The first indicator is timeliness of assessment. This indicator evaluates whether the examination was implemented according to schedule, whether information on examination procedures was clearly communicated, and whether examination scores were announced within a reasonable time.

The second indicator is transparency of assessment. This indicator evaluates whether lecturers explained assessment criteria, whether students understood the basis for grading, and whether examination scores were understandable based on the stated criteria.

The third indicator is remedial implementation. This indicator evaluates whether lecturers provided opportunities for remedial activities, improvement, or follow-up learning when students did not achieve the expected results.

The fourth indicator is learning outcome analysis. This indicator evaluates whether lecturers provided feedback on examination results, explained common difficulties or weaknesses found in student answers, and used examination results to support further learning improvement.

| No. | Indicator                  | Item Numbers   | Number of Items |
|-----|----------------------------|----------------|-----------------|
| 1   | Timeliness of assessment   | 1, 2, 3, 4     | 4               |
| 2   | Transparency of assessment | 5, 6, 7, 8     | 4               |
| 3   | Remedial implementation    | 9, 10, 11, 12  | 4               |
| 4   | Learning outcome analysis  | 13, 14, 15, 16 | 4               |
|     | Total                      | 1–16           | 16              |

## E. RESULTS OF MID-TERM EXAMINATION IMPLEMENTATION SURVEY

### 1. General Recapitulation of Mid-Term Examination Implementation

The student survey results show that the implementation of the Mid-Term Examination was generally categorized as Good. The average achievement of the four indicators was 89.26%. This result indicates that the Mid-Term Examination implementation had been carried out properly, although some aspects still required follow-up.

The highest achievement in the Mid-Term Examination implementation was found in the transparency of assessment, which reached 99.02%. This indicates that students perceived the assessment criteria and grading basis as clear and understandable.

The lowest achievement was found in remedial implementation, which reached 85.00%. This result indicates that remedial activities or follow-up learning after the Mid-Term Examination were not yet implemented evenly across all courses. This condition is understandable because the Mid-Term Examination occurs in the middle of the semester, when lecturers may still focus on continuing course materials and completing the remaining learning plan.

## 2. Indicator Achievement of Mid-Term Examination Implementation

| No. | Indicator                  | Actual Score | Maximum Score | Achievement | Category  |
|-----|----------------------------|--------------|---------------|-------------|-----------|
| 1   | Timeliness of assessment   | 3,212        | 3,472         | 92.51%      | Excellent |
| 2   | Transparency of assessment | 3,472        | 3,472         | 100.00%     | Excellent |
| 3   | Remedial implementation    | 3,142        | 3,472         | 90.50%      | Excellent |
| 4   | Learning outcome analysis  | 3,229        | 3,472         | 93.00%      | Excellent |
|     | Average                    | 13,055       | 13,888        | 94.00%      | Excellent |

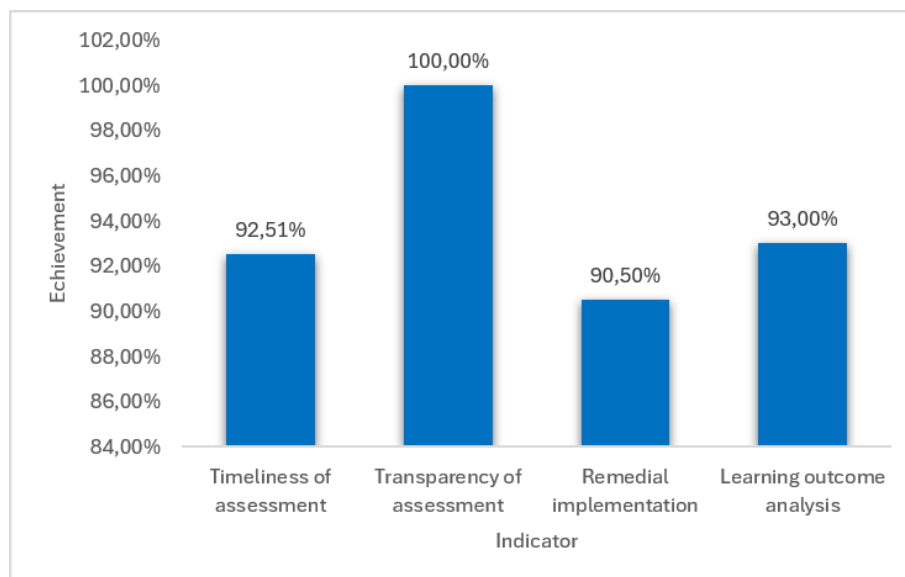


Figure 1. Achievement of Mid-Term Examination Implementation Indicators

## 3. Analysis of Mid-Term Examination Implementation

The indicator with the highest achievement is Transparency of assessment, with a score of 100%. This indicates that the assessment process has been conducted very transparently. Students are likely to have received clear information regarding assessment criteria, assessment weight, evaluation mechanisms, and assessment results. This achievement is a major strength because transparency in assessment is essential for building students' trust in the learning process.

The Learning outcome analysis indicator achieved 93.00%. This result shows that the analysis of learning outcomes has been implemented well. It means that assessment results are not only used to determine final grades but also serve as a basis for evaluating students' competency achievement. However, this indicator can still be improved through more systematic documentation of learning outcome analysis.

The Timeliness of assessment indicator reached 92.51%. This result indicates that assessments have generally been conducted on time. Timeliness in assessment is important so that students can receive feedback on their learning outcomes promptly. Although this indicator is already in the Excellent category, it can still be improved by strengthening the consistency of assessment schedules and the return of evaluation results.

The Remedial implementation indicator achieved 90.50%, which is the lowest score among the four indicators, although it still falls within the Excellent category. This shows that remedial implementation has been carried out well, but it remains the aspect that needs the most attention. Remedial programs should be made more structured, for example documentation of learning improvement results.

Overall, the chart indicates that the assessment system has been implemented very well, particularly in terms of transparency. However, improvements are still needed in remedial implementation, timeliness of assessment, and learning outcome analysis so that the quality of assessment becomes more consistent, objective, and sustainable.

#### **4. Findings of Mid-Term Examination Implementation**

The Mid-Term Examination implementation was generally conducted properly. Students perceived that assessment transparency was very strong, as the criteria and basis of grading were clearly communicated.

The findings show that the implementation of the Mid-Term Examination has been carried out very well, particularly in terms of assessment transparency. Nevertheless, continuous improvement is still needed, especially in remedial implementation, timeliness of assessment, and learning outcome analysis. These improvements are important to ensure that the Mid-Term Examination not only functions as an evaluation tool, but also as a basis for improving the quality of teaching, learning, and student achievement.

### **F. RESULTS OF FINAL EXAMINATION IMPLEMENTATION SURVEY**

#### **1. General Recapitulation of Final Examination Implementation**

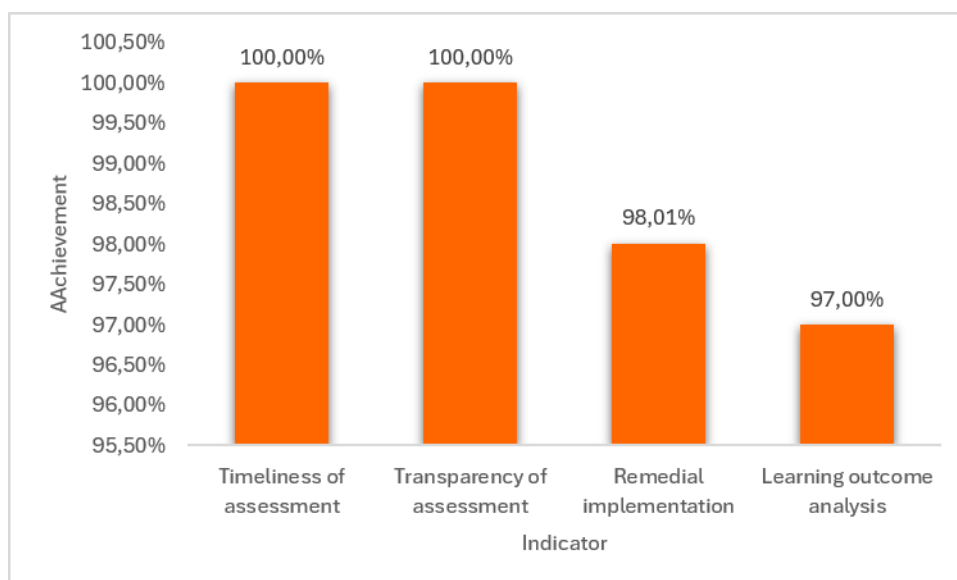
The student survey results show that the implementation of the Final Examination was generally categorized as Excellent. The average achievement of the four indicators was 98.75%. This result indicates that the Final Examination implementation was carried out very well based on student perceptions.

The highest achievement was found in the transparency of assessment indicator, which reached 100.00%. This result shows that assessment criteria, grading procedures, and the basis of evaluation were clearly communicated to students. Transparency became the strongest aspect of the Final Examination implementation, reflecting a high level of fairness and accountability in the assessment process. The lowest achievement was found in learning Remedial analysis, which reached 97.00%.

This result indicates that although the Final Examination was implemented well in terms of timeliness, learning outcome, and remedial or follow-up mechanisms, the analysis of final learning outcomes still needs to be strengthened. This condition is understandable because the Final Examination is conducted at the end of the semester, when lecturers are often focused on final grading, score submission, and academic reporting.

#### **2. Indicator Achievement of Final Examination Implementation**

| No. | Indicator                  | Actual Score  | Maximum Score | Achievement   | Category  |
|-----|----------------------------|---------------|---------------|---------------|-----------|
| 1   | Timeliness of assessment   | 3,472         | 3,472         | 100.00%       | Excellent |
| 2   | Transparency of assessment | 3,472         | 3,472         | 100.00%       | Excellent |
| 3   | Remedial implementation    | 3,403         | 3,472         | 98.01%        | Excellent |
| 4   | Learning outcome analysis  | 3,368         | 3,472         | 97.00%        | Excellent |
|     | Average                    | <b>13,715</b> | <b>13,888</b> | <b>98.75%</b> | Excellent |



**Figure 2. Achievement of Final Examination Implementation Indicators**

### 3. Analysis of Final Examination Implementation

The timeliness of assessment achieved 100.00% and was categorized as Excellent. This indicates that the Final Examination was implemented according to the academic schedule and that technical information was clearly communicated to students. The end-of-semester examination schedule is generally more structured, which supports stronger timeliness in assessment implementation.

The transparency of assessment also achieved 100.00% and was categorized as Excellent. This result shows that students clearly understood the assessment criteria and grading basis in the Final Examination. This achievement indicates consistency in transparent assessment practices across courses.

The Remedial implementation indicator achieved 98.01%. This result indicates that remedial implementation was carried out very well and was almost optimal. Remedial activities were implemented as a follow-up effort to help students improve their learning achievement. Nevertheless, this aspect can still be strengthened through more systematic remedial documentation.

The Learning outcome analysis indicator obtained the lowest achievement, namely 97.00%, but it remained in the Excellent category. This indicates that learning outcome analysis was conducted very well. However, compared to the other indicators, this aspect still needs continuous attention so that assessment results can be used more effectively to evaluate students' learning outcome achievement.

In the context of the Final Examination, shows that assessment implementation was carried out very optimally. Two indicators, namely Timeliness of assessment and Transparency of assessment, achieved perfect scores of 100.00%. Meanwhile, Learning outcome analysis became the indicator with the lowest achievement, so it needs to be continuously strengthened to ensure that the evaluation process does not only focus on grading but also supports continuous improvement in the quality of learning.

### 4. Findings of Final Examination Implementation

The Final Examination implementation showed strong achievements in timeliness and transparency. Students perceived that the examination was conducted according to schedule and that assessment criteria were clearly communicated.

The remedial or follow-up mechanism after the Final Examination was also perceived positively. However, the learning outcome analysis requires further attention. Feedback and analysis after the Final Examination need to be strengthened so that students can better understand their learning achievement, common weaknesses, and areas for improvement.

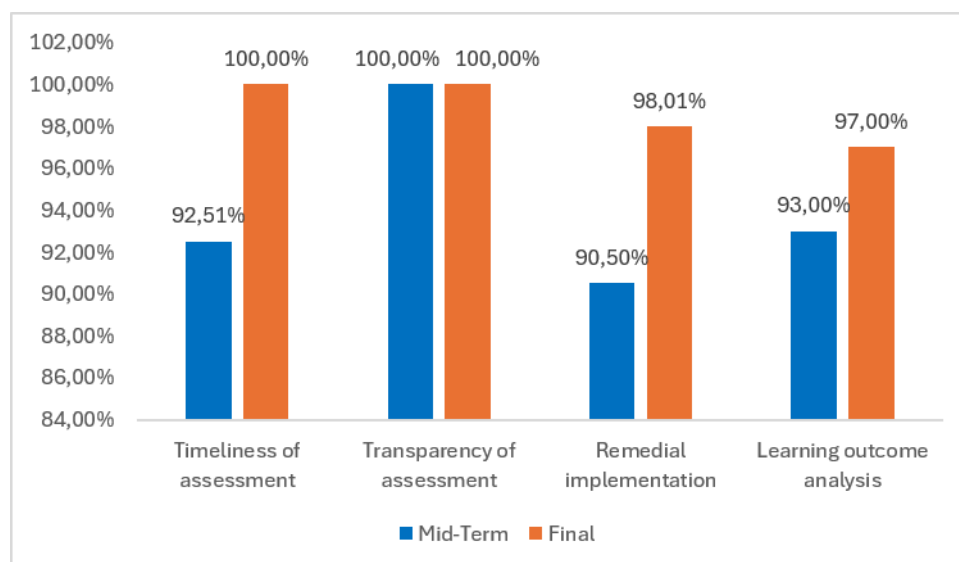
## **G. CONTEXTUAL ANALYSIS OF MID-TERM AND FINAL EXAMINATION IMPLEMENTATION**

The results of the Mid-Term Examination and Final Examination surveys should not be interpreted as a simple linear improvement from one examination to the next. Instead, the results represent two different assessment moments with different academic contexts.

The Mid-Term Examination is conducted in the middle of the semester. At this stage, lecturers are continuing the learning process and completing the remaining course materials. Therefore, remedial implementation after the Mid-Term Examination may not yet be fully structured or evenly implemented across all courses. This explains why the remedial implementation indicator in the Mid-Term Examination survey reached 85.00%.

The Final Examination is conducted at the end of the semester. At this stage, examination implementation tends to be more structured, especially in terms of schedule, grading, and academic administration. This is evidenced by the fact that all indicators were above 85% or categorized as Excellent. However, because the Final Examination occurs at the end of the semester, lecturers may have limited time to provide comprehensive Remedial Implementation. This explains why Remedial Implementation analysis in the Final Examination survey reached 89.00%.

| <b>No.</b> | <b>Indicator</b>           | <b>Mid-Term Examination</b> | <b>Final Examination</b> | <b>Interpretation</b>                                                                                                   |
|------------|----------------------------|-----------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1          | Timeliness of assessment   | 92.51%                      | 100.00%                  | Final Examination implementation was more structured in terms of schedule and score administration.                     |
| 2          | Transparency of assessment | 100.00%                     | 100.00%                  | Assessment criteria and grading basis were consistently communicated clearly.                                           |
| 3          | Remedial implementation    | 90.50%                      | 98.01%                   | Remedial or follow-up after Mid-Term Examination was still limited, while final follow-up mechanisms were more visible. |
| 4          | Learning outcome analysis  | 93.00%                      | 97.00%                   | Learning outcome analysis after Final Examination was more limited due to final grading and score submission.           |
|            | Average                    | <b>94.00%</b>               | <b>98.75%</b>            | The results reflect different academic contexts of assessment implementation.                                           |



**Figure 3. Comparison of Mid-Term and Final Examination Implementation Indicators**

The comparison shows that each assessment moment has its own strengths and areas for improvement. The Mid-Term Examination had strong transparency, but remedial implementation still needed attention. The Final Examination had strong timelines, transparency, and, remedial or follow-up mechanisms analysis but learning outcome still required improvement.

Thus, the interpretation of the data should be contextual. The purpose of this monitoring and evaluation is not merely to show improvement from Mid-Term Examination to Final Examination, but to identify the specific quality issues that arise in each assessment period.

## H. CONCLUSION

Based on the monitoring and evaluation results, the implementation of Mid-Term Examination and Final Examination in the Biology Education Study Program during the Academic Year 2024/2025 was generally carried out well.

The Mid-Term Examination implementation achieved an average score of 94.00% and was categorized as Good. The highest achievement was found in transparency of assessment at 100.00%, while the lowest achievement was found in remedial implementation at 90.50%.

The Final Examination implementation achieved an average score of 98.75% and was categorized as Excellent. The highest achievements were found in transparency of assessment 100.00%, while the lowest achievement was found in Remedial implementation analysis at 97.00%.

The results indicate that the Mid-Term Examination and Final Examination have different implementation characteristics. The Mid-Term Examination needs strengthening in remedial implementation, while the Final Examination needs strengthening in learning outcome analysis.

Overall, the monitoring and evaluation results show that assessment implementation in the Biology Education Study Program has been carried out in accordance with quality assurance principles. However, several aspects still require follow-up to ensure that assessment not only measures achievement but also supports student learning improvement.

## **I. RECOMMENDATIONS**

The study program needs to strengthen the mechanism for remedial implementation after the Mid-Term Examination. Remedial activities do not always have to be in the form of repeated tests, but may also include structured feedback, additional assignments, learning reinforcement, consultation, or targeted follow-up activities for students who have not achieved the expected learning outcomes.

Lecturers need to improve the use of Mid-Term Examination results as a basis for identifying student learning difficulties. This can be done by discussing common mistakes, identifying topics that are not yet mastered, and providing additional learning support during the remaining part of the semester.

For the Final Examination, although all indicators of Final Examination implementation were categorized as Excellent, the remedial implementation indicator still obtained the lowest average achievement compared to the other indicators. The remedial process should not only focus on grade improvement, but also on improving students' understanding of the course materials. By strengthening remedial implementation, the Final Examination will not only function as a summative assessment tool, but also as a mechanism to support continuous learning improvement and enhance student achievement.

The transparency of assessment should be maintained because both the Mid-Term Examination and Final Examination achieved 99.00%100.00% in this indicator. Lecturers should continue to explain assessment criteria, grading components, and the basis for score determination to students.

The Quality Assurance Sub-Unit should continue conducting student surveys on Mid-Term Examination and Final Examination implementation separately. This separation is important because the two assessment periods have different academic characteristics and require different follow-up strategies.

## **J. CLOSING**

This Monitoring and Evaluation Report of Mid-Term and Final Examination Implementation Based on Student Survey was prepared as part of the Internal Quality Assurance System of the Biology Education Study Program, Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang.

The results show that the implementation of assessment has generally been carried out well. The Mid-Term Examination showed strong transparency but required improvement in remedial implementation. The Final Examination showed strong timeliness and transparency but required improvement in learning outcome analysis.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions for the Biology Education Study Program, course lecturers, and the Quality Assurance Sub-Unit in improving the quality of assessment implementation.

Semarang, September 17, 2025

Quality Assurance Sub-Unit

**Biology Education Study Program**

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